

Completer and Employer Follow-Up Guide

**2006 Follow-Up
of the
2005 Completers**

Commonwealth of Virginia
Department of Education
Office of Career and Technical Education Services
Career and Technical Education Data Management
Richmond, Virginia 23218-2120

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Survey Highlights

Deadline for completing the Follow-Up Survey is June 30, 2006.

Format

The 2006 survey instrument has the following features:

- Two screening questions. The responses to those questions are designed to direct respondents and interviewers toward the relevant questions based on the respondent's current educational/career status.
- A layout that puts Transition and Satisfaction questions first.
- A maximum of 28 questions. The number of questions is dependent on the respondent's current educational/career status.
- Brief but informative descriptors for Employer Contact Information.
- An eight-digit Student Record Number (SRN) without leading zeros.
- Customized questionnaires with the respondent's name, SRN, telephone number, and teacher's name at the top. His or her program name and high school name are used in the questions to reduce the generality of the questions.

Revised Web Site

Format

The on-line survey has the following features:

- Two screening questions. The answers to those questions will produce a customized second screen of questions based on the respondent's current educational/career status.
- Customized questionnaires. The respondent's program name and high school name are used in the questions to reduce the generalization of the questions.
- A two-screen format. The first screen consists of the screening questions and the SRN. The second screen contains only those questions that apply to the respondent's current educational/career status. The question sequence and numbering match that of the paper survey.

Response Rate

The Response Rate Web page has the following features:

- Continuous updating. The Response Rate will always be current.
- A summary page. Designed for CTE Administrators, it shows not only the overall Response Rate for the division but also for each school in the division.
- Each school page will display the Non-Respondents. The listing will include a link to a blank survey, the respondent's program area, and a Notes field.

Options for Conducting the 2006 Follow-Up of the 2005 Completers

Telephone Interview, Option I

1. Review the Checklist and Surveys for each program area at each school

Ensure that each completer has a telephone number. Devise a plan for contacting completers whose telephone number is no longer valid. Share your plan with all the interviewers to reduce time delays in completing the survey process.

2. Prepare a script for the interviewers

The script should start with the caller asking for the completer, and then identifying him- or herself, the school, and program he or she represents. The caller should explain the purpose of the call and the nature of the study. Include the **Question-by-Question Guide** on page 5 so the interviewer can clarify any questions the respondent may not understand.

3. Print all the surveys

Each completer has a customized survey. The SRN, telephone number, name and teacher's name all appear at the top of the survey. The surveys were designed to be printed front to back.

4. Contact the completer

The interviewer should maintain a cordial and polite tone and should not force the respondent to answer any questions. The interviewer should know what to do in cases of bad or missing telephone numbers and unexpected behaviors of those answering the telephone.

5. Fill out the survey for the respondent

Put the respondent's answers on the paper survey OR enter the respondent's answers on-line at www.vtdata.org/comsurvey. **Note:** If the caller completes the paper survey, the division is still responsible for entering all survey data on-line.

6. Submit the survey data

If the interviewer has not already done so, enter the respondent's answers on-line at www.vtdata.org/comsurvey.

7. Monitor the responses

Continue to monitor the Response Rate for each school at www.vtdata.org/cters. A user name and password is required to see this information.

8. File the completed survey forms

If you have paper survey forms, please file. All data records should be kept for a period of five years or the length of the current legislative act.

Mailing a Postcard or Letter Referencing the Web Site, Option II

1. Review the Mailing Labels for each program area at each school

Ensure that each completer has a valid address. Devise a plan for contacting completers whose address is missing or is no longer valid.

2. Prepare a postcard template

The postcard should explain the purpose of the survey and the procedure for completing it. It should also reference the SRN located on the top of the mailing label and the Web site, www.vtdata.org/comsurvey. It should state that if the completer were employed full-time, he or she would need their employer's contact information. Additionally, it should state that the deadline is April 7, 2006 (or approximately 30 days from the date of the mailing).

3. Prepare the mailing

4. Monitor the responses

Continue to monitor the Response Rate for each school at www.vtdata.org/cters. A user name and password is required to see this information.

5. Alternate plan for non-respondents

After 30 days, if the completers have not responded to the survey on-line, begin the back-up plan. Such plans may include, resending the postcards or conducting telephone surveys.

Mailing the Surveys, Option III

1. Review the Mailing Labels for each program area at each school

Ensure that each completer has a valid address. Devise a plan for contacting completers whose address is missing or is no longer valid.

2. Prepare a cover letter

The letter should explain the purpose of the survey and the procedure for completing it giving the option of mailing the paper survey OR completing the survey on-line. Additionally, it should state that the deadline for returning the survey is April 7, 2006 (or approximately 30 days from the date of the mailing).

3. Print the letter and the customized surveys

Each completer has a customized survey. The SRN, telephone number, name and teacher's name all appear at the top of the survey. The surveys were designed to be printed front to back.

4. Mail the letters and surveys

Carefully assemble a cover letter, the customized survey and a stamped, return envelope for each completer making sure the mailing label and survey correspond to the same completer.

5. Submit the survey data

When completed surveys are returned to the school, enter the respondent's answers on-line at www.vtdata.org/comsurvey.

6. Monitor the responses

Continue to monitor the Response Rate for each school at www.vtdata.org/cters. A user name and password are required to see this information.

7. Alternate plan for non-respondents

After 30 days, if the completers have not responded to the survey, begin the back-up plan. Such plans may include, resending the cover letter and survey or conducting a telephone survey.

8. File the completed survey forms

If you have paper survey forms, please file. All data records should be kept for a period of five years or the length of the current legislative act.

SRN:

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Name: _____

A. Which best describes you? Select the best description of your current education/career status.

- ☐ Employed and in school → (Complete Sections 1, 2, and 3)
- ☐ ONLY employed → (Complete Question B and Sections 1 and 2)
- ☐ ONLY in school → (Complete Sections 1 and 3)
- ☐ Homemaker → (Complete Question B and Section 1)
- ☐ Homemaker and in school → (Complete Sections 1 and 3)
- ☐ Military → (Complete Question B and Section 1)
- ☐ Unemployed and not in school → (Complete Question B and Sections 1 and 4)

B. If you are not currently in school, have you received training or any other education since high school?

- ☐ Yes → (Complete Question 3.1 in addition to the sections noted in Question A)
- ☐ No → (Complete sections noted in Question A)
- ☐ Currently in school → (Complete sections noted in Question A)

SECTION 1 All Respondents**1.1 Overall, how satisfied are you with the preparation you received in high school for employment and/or further education?**

- ☐ Very Satisfied ☐ Satisfied ☐ Dissatisfied ☐ Very Dissatisfied

1.2 In the following areas, rate how satisfied you are with the preparation you received in high school for employment and/or further education.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Reading Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking and Listening Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Literacy Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasoning, Problem Solving, Decision Making Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Skills of your CTE program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.3 Did you receive an industry, occupational or professional certification or license as a result of completing the CTE program?

- ☐ Yes ☐ No

1.4 Are you currently working to obtain an industry, occupational or professional certification or license?

- ☐ Yes ☐ No

Section 2 Employment**2.1 Which best describes your current employment?**

- ☐ Full-Time job (at least 30 hrs per week in one job)
- ☐ Part-Time job (less than 30 hrs per week)
- ☐ Full-Time and Part-Time job
- ☐ 2 or more Part-Time jobs

If you are working at least 30 hours per week at one job, please provide contact information for that employer. The Virginia Department of Education surveys employers to determine how Virginia's high schools can better prepare students to enter employment.

Company/Employer: _____

Mailing Address: _____

City, State, Zip: _____

Supervisor's Name: _____

Employer's Phone Number: _____ - _____ - _____

SRN:

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Name: _____

Section 2 Employment (continued)**2.2 To what extent is your work related to the CTE program you completed in high school?**
☐ Closely Related

 ☐ Somewhat Related

 ☐ Not Related
2.3 How much of what you learned in your CTE courses are you using for your job?
☐ Most

 ☐ Some

 ☐ Little

 ☐ None
2.4 Overall, how satisfied are you with your job?
☐ Satisfied

 ☐ Dissatisfied
2.5 Please rate the following aspects of your job:

	Satisfied	Dissatisfied	No Opinion
Benefit Package (health insurance, paid vacation, retirement plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for Advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.6 How much does your job pay before taxes?
☐ Less than \$6.00/hr

 ☐ \$6.00 to \$8.99/hr

 ☐ \$9.00 to \$12.00/hr

 ☐ More than \$12.00/hr
Section 3 Continuing Education and Training**3.1 Check all the types of education you have participated in since high school.**

	Part-Time	Full-Time
Community College	<input type="radio"/>	<input type="radio"/>
Four-Year University	<input type="radio"/>	<input type="radio"/>
Technical School/College	<input type="radio"/>	<input type="radio"/>
Registered Apprenticeship	<input type="radio"/>	<input type="radio"/>
Occupational/Technical Training through a local school system	<input type="radio"/>	<input type="radio"/>
Business/Industry Training through your employer	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

3.2 To what extent is your area of study related to the CTE program you completed in high school?
☐ Closely Related

 ☐ Somewhat Related

 ☐ Not Related
3.3 Please check all the courses in which you have enrolled in SINCE high school.

	Developmental	Entry Level	Advanced
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English/Language Arts/Speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science		<input type="radio"/>	<input type="radio"/>

Section 4 Unemployment**4.1 Which best describes your situation?**
☐ Unemployed now but have been employed since high school
☐ Unemployed since high school
4.2 Which best describes why you are currently unemployed?

<input type="radio"/> Waiting to enter the military	<input type="radio"/> Lack the academic skills to get a job
<input type="radio"/> No jobs available in my community	<input type="radio"/> Lack the technical skills to get a job
<input type="radio"/> No jobs available related to my CTE program	<input type="radio"/> Do not desire employment

Question-by-Question Guide

Screening Questions A and B

These two questions determine which questions on the survey the respondent should answer and are the basis for computing the survey response rate.

A. Which best describes you? Select the best description of your current education/career status.

Employed and in school —→ (Complete Sections 1, 2, and 3)

The respondent must be working, regardless if he or she is getting paid, and enrolled in some type of formal education or training.

This option is appropriate if the respondent is out of school for the summer but is enrolled for the next term and is currently working a summer job.

ONLY employed —→ (Complete Question B and Sections 1 and 2)

The respondent must be working at least one job, regardless if he or she is getting paid.

Do NOT mark this option if the respondent is in the military, a homemaker or enrolled in some type of formal education.

ONLY in school —→ (Complete Sections 1 and 3)

The respondent must be enrolled in some type of formal education or training.

This option is appropriate if the respondent is out of school for the summer but is enrolled for the next term and is not working a summer job.

Homemaker —→ (Complete Question B and Section 1)

Homemaker: one who manages a household full-time

The respondent must have made the decision to be a homemaker.

This option is NOT appropriate if the respondent is actively pursuing work but has not found a job.

Homemaker and in school —→ (Complete Sections 1 and 3)

Homemaker: one who manages a household full-time

The respondent must be a homemaker and be enrolled in some type of formal education or training.

This option is appropriate if the respondent is a homemaker and out of school for the summer but is enrolled for the next term.

This option is NOT appropriate if the respondent is actively pursuing work but has not found a job.

Military —→ (Complete Question B and Section 1)

The respondent must be contractually bound by any branch of the armed services and on active duty.

Unemployed and not in school —→ (Complete Question B and Sections 1 and 4)

The respondent must not be employed, regardless if he or she is getting paid, nor enrolled in any type of formal education or training.

If the respondent is incarcerated, select this choice.

B. If you are not currently in school, have you received training or any other education since high school?

Yes —→ (Complete Question 3.1 in addition to the sections noted in Question A)

The respondent must have received some type of formal education or training since high school but not be currently enrolled nor be enrolled to begin the next term.

No —→ (Complete sections noted in Question A)

Currently in school —→ (Complete sections noted in Question A)

This option is appropriate if the respondent is currently enrolled or is out of school for the summer but is enrolled for the next term.

SECTION 1 All Respondents

All respondents must answer the following questions. All words enclosed by brackets ([]) will be replaced by the school attended or program completed by the respondent on the survey instrument. Only those surveys with answers to these questions will be considered a valid response when determining response rate.

1.1 Overall, how satisfied are you with the preparation you received in [high school] for employment and/or further education?

1.2 In the following areas, rate how satisfied you are with the preparation you received in [high school] for employment and/or further education.

The first 6 areas are taken from the *Virginia's Workplace Readiness Skills*¹. For convenience, they are listed here.

Reading Skills

Examples:

- ◆ Interpreting technical and general interest materials
- ◆ Applying understanding of material to workplace operations

Math Skills

Examples:

- ◆ Performing math operations using whole numbers, fractions, percentages
- ◆ Using statistics (percentages, averages, medians, and standard deviations) to monitor processes and quality of performance
- ◆ Using mathematical reasoning to solve word problems
- ◆ Using algebra-based formulas
- ◆ Performing job-specific math operations

Writing Skills

Examples:

- ◆ Composing and editing documents
- ◆ Defining the purpose
- ◆ Determining the audience
- ◆ Gathering information
- ◆ Planning the format/layout
- ◆ Writing a first draft
- ◆ Editing and revising as necessary to ensure that the document is complete, clear, concise, correct and considerate of the reader

Speaking and Listening Skills

The ability to express ideas clearly and to make sure one understands the ideas expressed by others in both formal and informal context.

¹ Derived from *Virginia's Changing Workplace: Employers Speak*, 1997. Martin, Julia H; Carrier, Achsah H; and Hill, Elizabeth A. *Virginia's Changing Workplace: Employers Speak*, Charlottesville, VA: Weldon Cooper Center for Public Service, 1997.

Examples:

- ◆ Giving and taking direction or instruction
- ◆ Giving and responding to oral reports or presentations
- ◆ Participating in group or team discussions
- ◆ Engaging in conversation with co-workers, supervisors, and clients
- ◆ Conducting business in person and via electronic means

Computer Literacy Skills

Examples:

- ◆ Using common software to accomplish word processing, construction of simple spreadsheets, and keying in and retrieving information from databases
- ◆ Transferring the operating principles of one application to another similar application
- ◆ Using knowledge of computer logic, operation systems, and basic troubleshooting techniques to identify problems
- ◆ Using special job-specific computer equipment, software, and other technology

Reasoning, Problem Solving, Decision Making Skills

Examples:

- ◆ Differentiating among types of problems (e.g., technical, human relations, ethical)
- ◆ Using established methods of problem solving and decision making
- ◆ Applying previous learning to situations where problems must be solved or decisions made quickly
- ◆ Predicting short- and long-term effects of proposed solutions or decisions
- ◆ Testing solutions or decisions to determine effects or to identify related problems.

Technical Skills of your [CTE] program

This varies by program area. If possible, the respondent can be prompted with various things that were taught during his or her CTE classes.

1.3 Did you receive an industry, occupational or professional certification or license as a result of completing the [CTE] program?

Yes

The respondent must have earned an industry, occupational or professional certification or license.

This option is NOT appropriate if the certificate was awarded by a school or organization for participation or attendance in Career and Technical Education courses.

No

The respondent did not receive an industry, occupational or professional certification or license or was awarded a certificate by a school or organization for participation or attendance in Career and Technical Education courses.

1.4 Are you currently working to obtain an industry, occupational or professional certification or license?

Yes

The respondent must be actively working towards earning an industry, occupational or professional certification or license.

No

SECTION 2 Employment

Respondents who answered ***Employed and in school*** or ***ONLY employed*** to Question A should answer the questions in this section.

2.1 Which best describes your current employment?

Full-Time job (at least 30 hrs per week in one job)

The respondent must be working 30 or more hours per week in one job, regardless if he or she is getting paid for that job.

If the respondent's total working hours are more than 30 but the respondent has more than one job, select Part-Time job.

Part-Time job (less than 30 hrs per week)

This is the correct option if the respondent is working less than 30 hours per week, regardless if he or she is getting paid for that job.

Full-Time and Part-Time job

The respondent must be working 30 or more hours per week in one job AND additional hours at a different job, regardless if he or she is getting paid for either job.

2 or more Part-Time jobs

The respondent must be working less than 30 hours per week at one job AND less than 30 hours per week at an additional job, regardless if he or she is getting paid for either job. The total weekly hours may or may not exceed 30.

If you are working at least 30 hours per week at one job, please provide contact information for that employer. The Virginia Department of Education surveys employers to determine how Virginia's high schools can better prepare students to enter employment.

Only respondents who answered ***Full-Time job*** or ***Full-Time job and Part-Time job*** to Question 2.1 should answer these questions.

Each division is responsible for verifying the accuracy of this information. You may also wish to ask the respondent for a telephone number so the employer may be called to verify the mailing address. See Employer Contact Information on page 17.

2.2 To what extent is your work related to the [CTE] program you completed in [high school]?

2.3 How much of what you learned in your [CTE] courses are you using for your job?

2.4 Overall, how satisfied are you with your current job?

The respondent should consider all aspects of his or her employment when answering this question. Of the many things to consider some may include: salary, company policies and practices, work tasks, and level of responsibility.

2.5 Please rate the following aspects of your job:

Benefit Package (health insurance, paid vacation, retirement plan)

The respondent should consider all aspects of his or her compensation except salary when answering this question. Other aspects may include life insurance, paid holidays, profit sharing, time off during seasonal work or any other “perk”.

If the respondent does not care to comment OR does not feel this relevant to his or her type of employment, choose No Opinion.

Potential for Advancement

The respondent should consider all avenues available for advancing into a position of higher responsibility or leadership.

If the respondent does not care to comment OR does not feel this relevant to his or her type of employment, choose No Opinion.

2.5 How much does your job pay before taxes?

Less than \$6.00/hr

Less than \$12,480 per year

\$6.00 - \$8.99/hr

\$12,480 to \$18,719 per year

\$9.00 - \$12.00/hr

\$18,720 to \$24,960 per year

More than \$12.00/hr

More than \$24,960 per year

SECTION 3 Continuing Education and Training

Respondents who answered ***Employed and in school, ONLY in school, Homemaker and in school*** to Question A should answer the questions in this section.

Those who answered **Yes** to Question B should answer Question 3.1.

3.1 Check all the types of education you have participated in since high school.

Community College

A 2-year government-supported college that offers an associate degree, diploma or certificate.

In Virginia community colleges provide programs and courses of instruction, through the associate-degree level, encompassing occupational-technical education, college transfer education, general education, developmental education, continuing education and workforce development.

Virginia's Community Colleges are:

Blue Ridge	J. Sargeant Reynolds	Patrick Henry	Thomas Nelson
Central Virginia	John Tyler	Paul D. Camp	Tidewater
Dabney S. Lancaster	Lord Fairfax	Piedmont Virginia	Virginia Highlands
Danville	Mountain Empire	Rappahannock	Virginia Western
Eastern Shore	New River	Southside Virginia	Wytheville
Germana	Northern Virginia	Southwest Virginia	

Respondents who attend community colleges in other states should also select this choice.

Four-Year University

An institution of higher learning that confers bachelor's degrees.

Technical School/College

An institution offering instruction usually in a professional, vocational, or technical field.

Registered Apprenticeship²

The Virginia Registered Apprenticeship Program is an approach to workforce development that provides a combination of on-the-job training and related classroom instruction.

Eligibility and Requirements:

- As a full-fledged employee of the sponsoring company, a registered apprentice completes a minimum of 2,000 hours of supervised on-the-job training and a minimum of 144 hours of related classroom instruction for each year of apprenticeship.
- Apprenticeship terms are occupation specific, but the average term is four years.
- Successful completion of the Registered Apprenticeship Program earns the apprentice nationally recognized state certification as a journey person.
- All apprentices are registered through a Department of Labor & Industry apprenticeship representative.

Occupational Technical Training through a local school division

Adult occupational career and technical education provides opportunities for adults to prepare for initial employment, retraining, or career advancement.

Occupational Technical Training provides training for persons who:

- Have already entered the labor market
- Who are unemployed but need training or retraining in preparation for a new occupation

² Commonwealth of Virginia, Department of Labor and Industry. <http://www.dli.state.va.us/>

- Need training updated, or upgraded to achieve stability or advancement in their current employment.

Classes are taught on location in business/industry or in secondary schools or regional centers.

Business/Industry Training through your employer

Training sessions provided by or through your employer to teach a skill that is required for your job. Such examples include a 3-hour session on a computer program, a 5-hour seminar on using a new piece of equipment more safely, or a 2-day workshop on a new technique to name a few.

Other

Any type of training or continuing education not listed above.

3.2 To what extent is your area of study related to the [CTE] program you completed in [high school]?

3.3 Please check all the courses in which you have enrolled in SINCE high school.

Developmental

A course that develops the proficiency necessary for selected curriculum entrance. Credits earned are not applicable toward graduation. Formerly in Virginia and currently in other states, this may also be called remedial coursework.

Entry Level

A college-level course at the post-secondary level where credits earned is applicable toward graduation.

Advanced

The next consecutive course at the post-secondary level if the respondent took an AP class and passed an AP exam in high school

SECTION 4 Unemployment

Respondents who answered ***Unemployed and not in school*** to Question A should answer the questions in this section.

4.1 Which best describes your situation?

Unemployed now but have been employed since high school

The respondent must have been working since high school graduation, regardless if he or she is getting paid, but is now unemployed.

Unemployed since high school

The respondent must not have worked since high school graduation, regardless if he or she is getting paid.

4.2 Which best describes why you are unemployed?

Waiting to enter the military

The respondent must have made a commitment to a branch of the military and assigned a date to report for training.

No jobs available in my community

The respondent may have come to this conclusion after using several different methods for finding employment and discovered no jobs in the geographical area in which he or she lives.

No jobs available related to my [CTE] program

The respondent may have come to this conclusion after using several different methods for finding employment and discovered no jobs in the area of his or her technical training in high school.

Lack the academic skills to get a job

The respondent may have come to this conclusion being denied employment by at least one employer due to insufficient academic (Reading, Writing, Math, Science or Social Science) skills.

Lack the technical skills to get a job

The respondent may have come to this conclusion being denied employment by at least one employer due to insufficient technical skills (skills that were taught in his or her CTE program).

Do not desire employment

The respondent must have made the decision not to seek employment.

Response Rate

Completer Response Rate

Anyone listed as a completer on the 2004-2005 Completer Demographics Report is considered by the state to be a completer. Because each division was given an opportunity to verify the accuracy of this report, anyone listed as a completer on this report will be used to determine the Response Rate for the division. Answering questions A & B constitute a valid response.

Completers Reported in Error on the 2004-2005 Completer Demographics Report

DO NOT CONDUCT A SURVEY ON NON-COMPLETERS. If someone was reported in error, do not do a survey for that person. Please note however that person will be counted against the Response Rate. Indicate in the Note field on the Non-Respondents Web Page that the student was not a completer.

Employer Response Rate

The number of completers that indicate full-time employment status will be used to calculate the Employer Response Rate.

For example if a locality has 100 completers working full-time and verifies 50 of the employers' addresses, 50 employer surveys will be sent. If 35 of those surveys are returned to CAEEP with data or an indication that the employee is unknown, then the Employer Response Rate is 35% (35 divided by 100).

If the locality does not verify any employers, no employer surveys will be sent thus making the Employer Satisfaction Rate 0%. An improvement plan will be required.

Employer Contact Information

For the 2006 Employer Follow-Up, only employers who employ our completers full-time will get a survey.

This year, completers will not be asked for permission to contact their employers. Instead a brief but informative explanation is provided on the survey tool. A more detailed explanation is provided on page 12 of this guide.

Due to wasted time, resources and postage, surveys will only be sent to those employers whose contact information has been verified by the completer's school division. As noted on page 12, divisions should collect the employer's phone number to help with the verification process. Other resources may include the Internet, telephone books or other local community directories.

Even though localities are encouraged to verify the employer contact information during the survey period, all the employer contact information must be verified by **June 30, 2006**.

Web Site for Student Follow-up

Main Web site with all resources: www.vtdata.org/cters

Web site for entering the completer survey data: www.vtdata.org/comsurvey

1. <https://www.vtdata.org/cters>

Use this Web site to:

- assign a User Name and Password to others within the division to have access to this Web site,
- monitor the Response Rate by division and school,
- verify the Employer Contact Information for the 2006 Employer Follow-Up,
- download the previous years' Follow-up Survey results by state, division and school, and
- enter Occupational Adult course enrollments.

2. www.vtdata.org/comsurvey

Use this Web site to enter completer survey data.

CONTACT INFORMATION

Technical Assistance

The possibility that local systems configurations, hardware or software are the source of the technical difficulty must be eliminated prior to requesting assistance from staff at Virginia Tech. Once it is clear that not the case, technical assistance may be obtained by contacting staff at Virginia Tech. Although e-mail is the preferred method of contact a toll-free phone number is available.

Jim Washington	jwashin@vt.edu	540-231-2406
Todd Ogle	jogle@vt.edu	540-231-2549
Pat O'Reilly	oreilly@vt.edu	540-231-8204
Toll-free Help Line	888-302-8533	

Policy or Specific Reporting Requirements

Questions regarding current policies and/or specific reporting requirements should be addressed to:

Jim Gray	Jim.Gray@doe.virginia.gov	804-225-2833
Blair Seaford	Blair.Seaford@doe.virginia.gov	804-371-2924